



Chapel End Primary School Offer

At Chapel End Primary School we do the best we can to enable our children to become the best they can.

In order to do this, many steps are taken to support them through their learning journey during the time they are with us.

We acknowledge you know your child best and you may feel that they need some additional help or support for some or all of their time at school.

This booklet is to inform you of the types of support available for your child at Chapel End Primary School. It will help you to understand who can help and how this support can be accessed.

What is the local offer?

The local offer was first introduced in the green paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. Our local offer is information for parents and carers of children who have Special Educational needs (SEN) or a disability (SEND) and for all those who support children with additional needs. This information outlines the support and provision they can expect to receive or access whilst attending our school.

How do we define Special Educational Needs?

Our definition of SEN comes directly from the SEND Code of Practice.

‘A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them’.

In line with the Code of Practice, at Chapel End Primary School the identification of SEN happens when:

- A child has a significantly greater difficulty in learning than the majority of children of the same age and/or
- When a child has a disability that prevents or hinders them from accessing the educational facilities within our school.

A child can have a Special Educational Need for a variety of reasons, some of which are listed below:

1. Medical/Physical/Sensory Needs
2. Cognition and Learning Needs
3. Social, Emotional and Mental Health Needs
4. Communication and Interaction Needs

How will Chapel End Primary School identify if my child has a Special Educational Need?

All children in school receive ‘Quality First Teaching’ and teachers have high expectations for all children in their class. A range of teaching and learning styles are used and appropriate learning objectives are set for all children with a curriculum matched to their needs. We also support every child’s wellbeing at a number of different levels and in a number of different ways. When a child has medical needs we put together a Health Care Plan together with the parent, school nurse and SENDCO, to ensure the child is safe and that staff are aware of the child’s specific needs.

Teaching assistants support all of our classes and pupils may participate in intervention programmes or small group work where a specific need has been identified or when they are not making as much progress as is expected.

At Chapel End Primary School, class teachers and members of the Senior Leadership Team review the progress and attainment of all children on a termly basis, at which time provision may be adjusted to meet identified needs. We know that a pupil will need help if:

- concerns have been raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress.

You will be informed about your child's general progress and targets through the twice yearly Parent's Evenings in the Autumn and Spring terms. At these meetings you will discuss your child's progress and any additional support that is being given. Progress and targets are also detailed in your child's end of year report.

If you are concerned about your child please contact your child's teacher as soon as possible- you do not have to wait until a 'Parent's Evening' to discuss concerns about your child.

What happens next?

If a child continues to have a difficulty after intervention or support, or has a high level of difficulty when they join us, they may be considered to have Special Educational Needs (SEND) and placed on the school's SEN Register. This would be discussed with parents. At Chapel End there are 4 strands to our SEND support. Most children do not work their way through the stages and can be successfully supported at stages 1 or 2 during their time with us. Other children will move through the stages to ensure that they receive the appropriate level of support.

SEND SUPPORT 1 – children may need additional intervention or support from class teacher or LSA

SEND SUPPORT 2 – referrals to outside agencies made, seeking advice and recommendations

SEND SUPPORT 3 – submissions to the Local Authority made to access financial support.

EHCP – Education, Health and Care Plan – assessment carried out by the Local Authority to assess children's needs and placement.

Approximately one in five children will have a Special Educational Need at some point during their school career.

They may have difficulty with

- some or all of the work in school
- reading, writing or mathematics
- understanding information
- expressing themselves
- understanding others
- organising themselves
- sensory perception or physical mobility
- managing their behaviour
- making friends or relating to adults

The Special Educational Needs Code of Practice 2001 gives guidance to schools about meeting the needs of pupils when they are placed on the SEN Register. It sets out how to help should be given in a step by step approach. You will be consulted at all stages of this 'Graduated Approach' and staff will inform you of any additional work they do with your child.

Class teachers will continue to assess your child to identify their strengths, needs and any extra support they may require.

If they need additional support, more than most children their age, they may be placed on the school's SEND Register at the SEND support 1 stage.

SEND support 1 may involve

- extra help from a teaching assistant in class
- small group or individual support out of class
- alternative resources such as a sloping board, access to ICT or visual prompts.

If your child is placed on the SEN Register class teachers will write an Individual Education Plan (IEP) or an Individual Behaviour Plan (IBP) for them. The teacher, adults working with your child and parents, will review this every term and new targets will be set. At Chapel End we understand that you have a valuable understanding of your child's needs and wishes and we aim to involve you in every decision making process. Home School Communication Books are used for some children, if staff feel that it is appropriate.

If your child continues to have difficulty, even with this extra support, we will seek additional advice from other professionals and your child will then be placed at the SEND support 2 stage.

These professionals may include:

- Speech and Language Therapists
- Occupational Therapists
- Visual or hearing impairment teachers
- Learning Support Service teachers
- Health professionals including our School Nurse
- Educational Psychologists
- Children's Disability Service. This service provides a wide range of advice and support about children with a disability that may include additional or complex needs, learning difficulties, sensory impairment or children with a speech, language and communication need.
- Behaviour Improvement Team
- Local Authority Inclusion Officer
- Community Paediatricians
- Child and Adolescent Mental Health Service

These specialist professionals will work with your child to assess their needs and recommend the most appropriate next steps.

Your child will continue to be supported in the classroom in small groups and will work on intervention programmes to help them achieve their targets.

Schools can apply for additional funding from the Local Authority for children who they feel need additional support, if professionals feel that it would be beneficial. At this point your child would be placed at the SEND support 3 stage. This involves the collation and completion of relevant paperwork and this will be assessed by an external panel from the Local Authority. If funding is agreed a Provision Agreement is written for your child outlining how many hours support is to be provided and what this support should focus upon. Provision Agreements are usually reviewed annually.

If your child's needs are complex or severe, school and/or parents may decide to apply for an Education Health and Care assessment of need. A Local Authority panel will determine if a full assessment is necessary to provide additional support and provision for your child.

Both schools and parents/carers can request that the Local Authority consider carrying out an assessment of child's needs. This is a legal process and you can find out more information about this from the Local Authority.

After the request has been made, the Local Authority will decide whether they think your child's needs are complex enough to require an Education Health and Care Plan (EHCP). If this is the case, the Local Authority will request paperwork and reports from all the agencies involved with your child. If the Local Authority feels that your child's needs are being met without the need for an EHC plan the support will continue to be implemented in school.

After all the reports have been compiled, the Local Authority will decide if your child's needs are severe, complex and lifelong. They also consider if your child needs more specific support in school in order to make progress. If this is the case, an Education Health Care Plan will be written. This will outline specific targets for your child in their areas of need. This will be reviewed annually to ensure that schools are fully implementing the identified provision. If this process was necessary for your child, multiple meetings would take place between yourself, school, outside agencies and the Local Authority.

Who may help my child within school?

We have an experienced team who may be involved in supporting your child at Chapel End. These include

- Your child's teacher, who will make sure that the tasks set for your child are appropriate and accessible for your child.
- Teaching Assistants, who support children in class. We have several additional TAs who help support groups and individual children with their learning.
- The SENDCO (Mrs Catherine Montrose) who has the National Award for Special Needs Co-ordination and co-ordinates the provision of SEN/D throughout the school. One of the School Governors (Mrs A Danne) works with the SENDCO in leading SEN throughout the school.

To ensure that our staff have the skills and knowledge to support children with SEN/D there is an ongoing programme of training, both in school and elsewhere. Recent training has included: ADHD training from an outside agency, ASD awareness, Sensory Profile training, Diabetic training, Allergy training.

How will I be involved?

We believe that strong communication is the best method for best supporting your child therefore, if you ever feel that your child's progress or a specific behaviour or difficulty is causing you concern, please contact the school office and arrange a meeting with either the class teacher or SENDCO.

If external agencies are involved with your child, you can request a meeting with them to discuss progress and next steps.

If your child is undergoing assessment for an EHC Plan you will be supported by the Local Authority and the SENDCO. You can also request independent advice and support from support groups such as Parent Partnership/IASS. We actively encourage you to attend all Parents Evenings and Review meetings so that your input is included in the decisions made about your child's education.

Who are the external agencies providing services to children with Special Educational Needs in our school?

- Children's Disability Service
- Educational Psychology Service
- Learning Support Service
- Behaviour Improvement Team
- Inclusion Team
- Attendance Officer
- Speech and Language Therapy
- Occupational Therapy
- Child & Adolescent Mental Health Service (CAMHS)
- Social Care
- Lansbury Bridge School
- LASCS (Language and Social Communication Service)
- PACE (Pupil Referral Unit)
- Our School Nurse works with us to advise and assess any medical needs. If a Care Plan is required, this would be done in conjunction with parents and reviewed annually. We would also assess whether any staff training is necessary as part of this process
- Diabetic/Epilepsy nurses

Will my child be included in activities outside the class?

Every effort is made to include all children in activities outside of the classroom including school trips. All school trips require a Risk Assessment and for children with significant needs an individual Risk Assessment may be required. Parents will be involved in this process to ensure that the child is able to take part in the trip successfully.

How have we made our school physically accessible to children with SEND?

At Chapel End we have a toilet and a wet room that can be accessed easily and ramps in designated areas for wheel chair access. Although dogs are not allowed on the school site Guide Dogs are welcome. Accommodating children with additional needs is considered carefully when children move classes. We ensure that we provide any extra equipment for any child with SEND as recommended by external agencies to support their development.

How will we support your child with identified Special Needs when leaving our school or moving classes?

Transition to another school or another class can be difficult for any child. At Chapel End every effort is made to ensure that points of transition are effectively managed. Some children complete pen pictures about themselves to inform their next teacher or school. Other children make transition books all about their next class or school to refer to in order to ease anxieties. Additional visits may also be arranged to re assure pupils and parents.

If your child is joining our school:

- We encourage parents and children to visit the school and meet their new teacher prior to joining the school.

If your child is moving to another school:

- We will contact the SENDCO at the new school and ensure that they know about the support and interventions your child has received, the progress your child has made and if any other external agencies have been required.
- We will make sure that all records about your child are passed on.

For children in Year 6:

- We work with High School SENDCOs to ensure successful transition to Year 7. The SENDCO and class teacher will meet with the key staff from High School in order to discuss the specific need for your child. We will outline what support your child has needed, what interventions they have accessed, how much support they have required, if any external agencies have been accessed.
- Your child will attend taster sessions at the High School with their peers.

- Some High Schools hold Summer school sessions for children who may find the transition to High School difficult and we will arrange for this if it is appropriate and available.

When moving classes in school:

- Information will be transferred to the new teacher and teaching assistants in advance.
- Your child will have visits to their new class alongside their peers during transition week in the Summer term.

Further information

If you require any further information with regards to Special Educational Needs Provision at our school, please do not hesitate to telephone us. We will be more than happy to speak to you and answer your questions.

Other useful information:

<https://www.sthelensgateway.info/organisations/st-helens-helens-informationadvice-support-st-helens-iass/>

<https://www.sthelens.gov.uk/schools-education/sen-the-local-offer/information-for-families/information-help-and-advice/who-can-advise-and-support-me/sthelens-information-advice-and-support-service/>

<http://cds.sthelens.gov.uk/>

<http://www.sthelens.gov.uk/what-we-do/schools-and-education/sthelens-cyps-behaviour-and-inclusion-improvement-service/behaviour-improvement-team>